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ABSTRACT

The guidance and counseling profession is evolving from a collection of crisis-oriented services to a comprehensive program with a curriculum emphasis on student outcomes linked to social/personal, educational, and career success. Ways in which school counselors and administrators can move from an ancillary service mode into a comprehensive guidance and counseling program (CGCP) are described in this booklet. It covers a series of procedures which will lead school guidance and counseling programs to establish, implement, and achieve goals based on the attainment of improved student competence. It begins with a conceptual framework and moves through the development, implementation, evaluation, and refinement steps needed for an effective program. Chapter 1 presents the basic tenets upon which the CGCP model is built. The next chapter outlines the CGCP model, describing the program components, student outcomes, and delivery methods. Chapter 3 discusses necessary structural resources, such as time, space, staff expertise, equipment, and resource materials. An implementation process is presented in chapter 4, in which suggestions for making the transition from a school's current program to a CGCP are presented. Finally, evaluation, review, and refinement requirements are discussed in the last chapter, which details different approaches for measuring program effectiveness. (RJM)

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IDAHO COMPREHENSIVE GUIDANCE and COUNSELING PROGRAM MODEL

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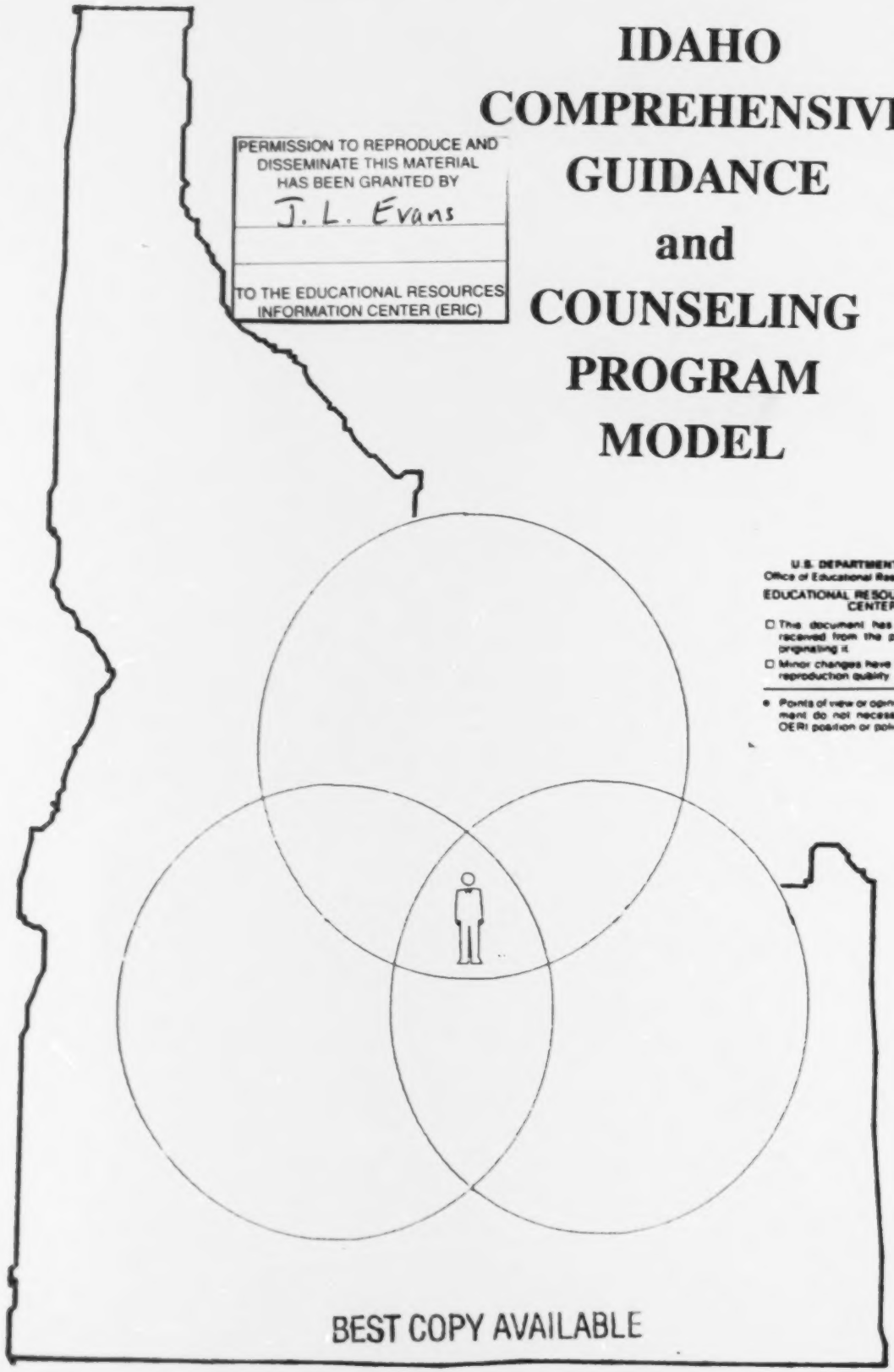

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IDAHO

COMPREHENSIVE

GUIDANCE AND COUNSELING

PROGRAM MODEL

1988

REPRINTED 1995

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FOREWORD

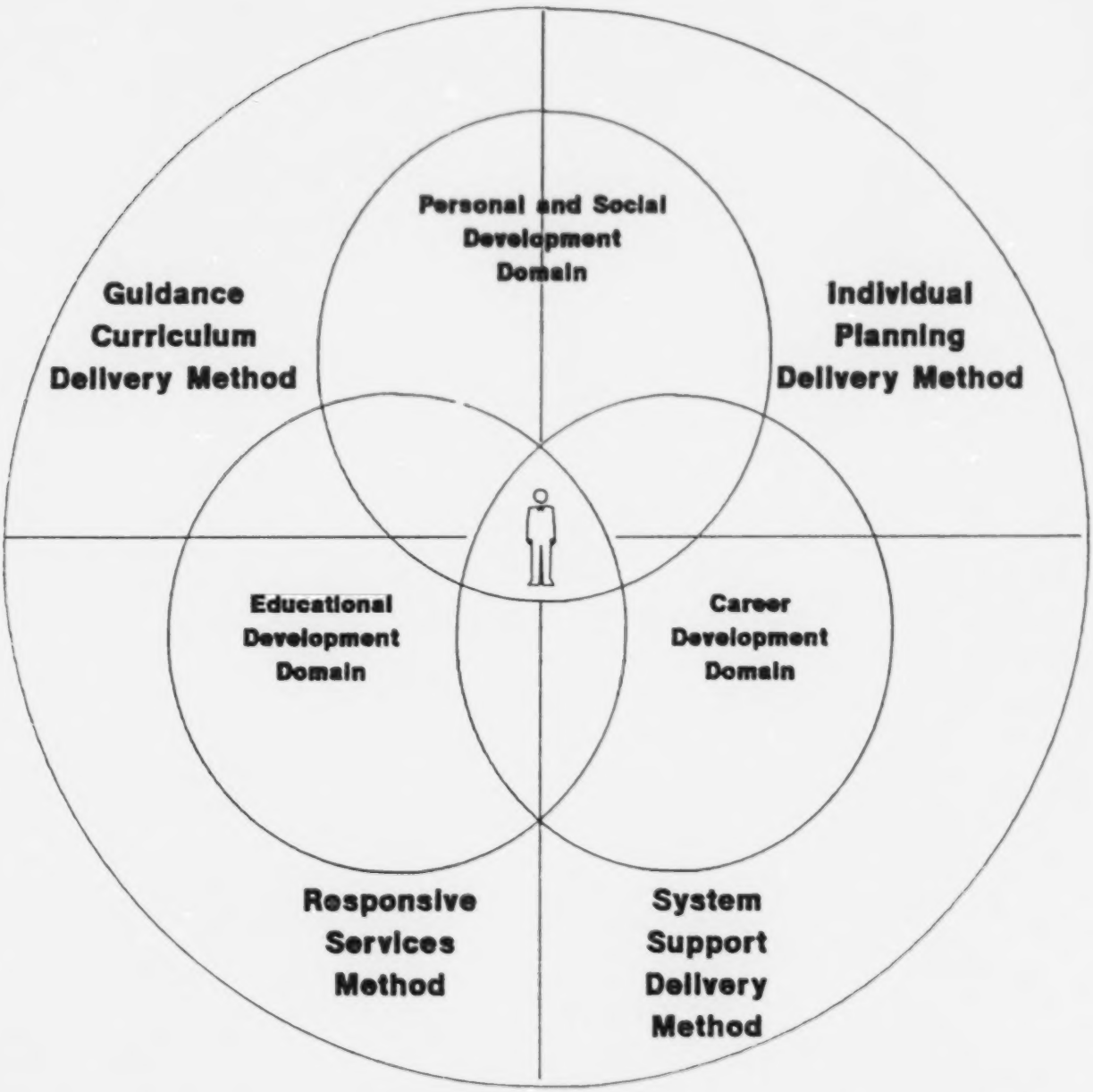
The guidance and counseling profession is evolving from a collection of crisis oriented services to a comprehensive program with a curriculum emphasis on student outcomes linked to social/personal, educational, and career success. This handbook is intended to assist school counselors and administrators in Idaho public schools as they move from an ancillary service mode into a comprehensive guidance and counseling program.

When this project was first initiated, the challenge seemed overwhelming. Counselors and administrators were expressing frustration over what was expected of counselors and what was really happening in the school. Implementing a comprehensive guidance and counseling program with an emphasis on student outcomes will require a change in the way many professionals will change as the counselors, teachers, students, parents, and administrators become involved in the planning and delivery of comprehensive guidance and counseling programs tailored to meet the needs of all those served.

The Idaho Comprehensive Guidance and Counseling Program with its emphasis on individual student educational success could not have become a reality without the dedication and support from some very special people. The initiative for the project came from Dr. Jim Schmidt, Vocational Guidance Supervisor, State Division of Vocational Education. The Idaho School Counselors Association leadership and creative efforts are throughout the plan. The counselor education departments of the University of Idaho and the College of Idaho spent many days working with committee members to better understand the needs of school counselors in Idaho and reflect the concerns in the model plan.

There has been a great deal of support both within the state and from outside leaders in the area of school guidance programs. The consultants involved in writing the comprehensive guidance program within the state school system included Caren Reese, Boise; Mary Ensley, Caldwell; Carolyn Clardy, Lewiston; Dr. Jerry Tuchscherer, University of Idaho; Dr. John Thuerer, College of Idaho; Sally Keister, State Department of Education; and Dr. Jim Schmidt, State Division of Vocational Education. Without this committee, we would still be at the discussion stage in Idaho. The plan has also been presented and approved by the other members of the Statewide Guidance Advisory Committee members.

Idaho Comprehensive Guidance and Counseling Program
K - 12



A Model for Program Development

IDAHO COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM MODEL

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Outside the state of Idaho there is one person who has had a significant impact on the focus of this project. Dr. Norman Gysbers, a well-known counselor educator at the University of Missouri-Columbia, shared his expertise and the progress of the Missouri Comprehensive Guidance Model. His visit to Idaho during the 1985 Idaho Vocational Educators Conference was the turning point for guidance programs in Idaho. Other significant plans used as models to develop Idaho's plan were the New Hampshire Comprehensive Guidance and Counseling Program; Dublin Schools Competency-Based Guidance Plan, Dublin School District, Dublin, Ohio; St. Joseph Comprehensive Guidance and Counseling Program, St. Joseph School District, St. Joseph, Missouri.

It is a real sense of progress and hope for the Statewide Guidance and Advisory Committee to have been a part of this project. With the energy and effort of all educators, parents, and business and industry leaders, this project will provide leadership for the guidance programs in Idaho.

PREFACE

This publication offers both a process and a product. It describes a series of procedures which, if followed, will lead school guidance and counseling programs to establish, implement, and achieve goals based on the attainment of improved student competence. It identifies a process that covers the essential elements of any K-12 guidance program which is successful in meeting the developmental needs of all students.

In corresponding to the process, this handbook is dynamic and changing. New items will be developed; changes will be made. In this way, the handbook takes on a living quality, as does the guidance and counseling program it describes and the students it serves.

It intends to begin at the beginning with a conceptual framework and moves through the developments, implementation, evaluation and refinement steps necessary for any truly effective program.

Beyond the process, this publication offers a product, too. This product is a student who knows how to set goals in each of his/her life roles, who has made decision about the future, and who is on the way to implementing them.

Chapter One presents the basic tenets upon which the comprehensive guidance and counseling program model was built. The reader is encouraged to study this chapter in a critical manner. The Idaho Statewide Guidance Advisory Committee feels strongly about their beliefs and the rationale for changing the way guidance and counseling is offered to students.

Chapter Two outlines the comprehensive guidance and counseling model. It describes the program components, student outcomes, and delivery methods. There are some implications of subtle differences between this model and past models of guidance and counseling programs. Most of these difference can be traced to the beliefs and rationale in Chapter One.

Chapter Three describes structural resources--things which are necessary for the school based program to be successful. More than ever before, the program's resources time, space, staff expertise, equipment, and resource materials) will spell the success of the program.

Chapter Four describes an implementation process. It represents the crucial tasks that will help toward putting the comprehensive guidance and counseling program in place. It begins with "Getting Organized," moves through project development stages, and suggests ways to make the transition from the present program to the new one.

Evaluation, review and refinement are the focus of Chapter Five. This chapter describes different approaches to measuring program effectiveness. It suggests that counselors be realistic in their attempts to evaluate. It encourages them to begin small and implement a full program of evaluation as the guidance program continues to develop. It describes the benefits of sound systematic evaluation as more than finding out how well the program performed. Through review and refinement, guidance-program-evaluation points the direction for future growth and expansion.

The focus on student outcomes is an essential ingredient of the comprehensive guidance and counseling model and hence, of this handbook. Three major qualities which differentiate human life from all other animal life are the abilities for self-understanding, for making decision, and for planning one's life roles. This is the guidance function for schools now and in the future.

Considering school life from this point of view, the development of students to become fully functioning persons, the comprehensive guidance and counseling program addresses the most noble goal of the school and is truly the best resource for students.

Jim Schmidt, Ed.D.

ACKNOWLEDGEMENTS

The Idaho Statewide Advisory Committee wishes to acknowledge the benefits it has received form several persons, agencies and publications.

The basic model is that of the Missouri Comprehensive Guidance Program. The committee wishes to express its gratitude to Dr. Marion Starr of the Missouri State Department of Education for his permission to use the model and include sections of the text. Dr. Norman Gysbers of the University of Missouri, a consultant and very special person, explained the model and sparked the interest in Idaho.

The State of Idaho Division of Vocational Education provided both financial and professional support to consider, develop, and complete the comprehensive guidance and counseling model.

There are a few publications from other educational agencies that must be more than merely referenced. They contributed significantly to the Idaho model:

Pupil Personnel Services: A Need Assessment Process, 1984, Illinois State Board of Education, Springfield, Illinois

Iowa Career Education, K-12, Preparing Student for the 21st Century, 1986, Iowa Department of Public Instruction, Des Moines, Iowa

School Counseling Programs, A Resource and Planning Guide, 1989, Wisconsin Department of Public Instruction, Madison, Wisconsin

Alaska School counselor's Handbook, 1981, Alaska Department of Education, Juneau, Alaska

Virginia Career Guidance Model, Virginia Department of Education, Richmond, Virginia

New Hampshire Comprehensive Guidance and COunseling Program, 1987, New Hampshire Department of Education, Concord, New Hampshire

Dublin Schools Competency-Based Guidance Plan, 1985, Dublin Local School District, Dublin, Ohio

St. Joseph Comprehensive Guidance and Counseling Program, 1986, St. Joseph School District, St. Joseph, Missouri

In discussions that preceded the development of the set of beliefs listed in Chapter One, the guidance advisory committee made use of three documents and wishes to acknowledge their helpfulness. They were statements of beliefs that were developed by the Northside Independent School District, San Antonio, Texas; Anne Arundel County Public Schools, Maryland; and, Howard County Public Schools, Maryland.

RESOLUTION

National School Boards Association
1680 Duke Street
Alexandria, Virginia 22314

National School Boards Association (NSBA)

Resolution on Guidance and Counseling (4.1.26). NSBA encourages local school boards to support comprehensive guidance and counseling programs, kindergarten through grade 12, staffed by professionally trained counseling personnel. NSBA also urges local school boards, education agencies, and federal government to support activities aimed at improving the education of school counselors, the development of exemplary guidance and pupil service models and research which examines the effectiveness of such programs.

Adopted by the NSBA Delegate Assembly, April 4, 5, and 7, 1986.

A REPORT TO THE IDAHO STATE BOARD OF EDUCATION from the COMMISSION ON EXCELLENCE IN EDUCATION*

Excerpts from the commission reflect a need and support for the development of comprehensive K-12 guidance and counseling programs for all students.

> An excellent education is a comprehensive and challenging process which yields confident and competent performance from all students according to their potential. It requires dedicated effort from motivated students, inspired teaching from competent teachers, and full support from administrators, parents, communities, and state government.
>
> An excellent education is achieved through a balanced and monitored program of academics and activities. It is a totally planned series of related learning experience which require coordination and cooperation at all levels: kindergarten through university study. The program of studies provides an educational experience sufficiently flexible to enable each student to set and meet career goals. An excellent education teaches a student to evaluate the past, cope with the present, anticipate the future, and move toward becoming a self-sufficient and productive citizen.
>
> Excellence in education should be a constant objective because of its lifetime dividends to the individual and to society.

The commission recommended that all high schools engage the services of certified counselors to deliver services in personal, educational, and vocational counseling.

The commission strongly endorsed:

1. Career awareness in Idaho elementary schools.
2. Availability of career education materials in all junior high schools.
3. Specialized senior high school training in marketable and usable skills appropriate to the community.

The commission recommends that all Idaho public school districts utilize the state curriculum guides as a basic resource for developing local guides at both the elementary and secondary levels. It is the responsibility of the local board, administrators, and building supervisors to ensure use of the state guides.

Curriculum guides must undergo continual revision to reflect current educational goals. The statewide development and district use of well prepared, current curriculum guides will ensure that all student in Idaho public schools receive a comprehensive and uniform education.

The commission recommends that the state board establish curriculum committees during the next three years to prepare *concise* and *specific* guides for the following contend areas:

- writing skills
- physical education for all students
- fine arts/humanities
- economics to complement consumer economics
- mathematics for all levels of need
- American government
- reading skills for high school
- health education
- U.S. 20th century history and world affairs
- science and modern technology
- guidance**

The state board should begin this work immediately and provide funds for worthwhile teacher and administrator inservice train preceding the effective date of the new graduation requirements.

The commission recommends that educational equity be sought in Idaho schools. Forms of bias in curriculum materials, patterns of bias in the classroom and unequal teacher responses to students are examples of bias that should be addressed. Excellence in education can be achieved only when individuals are encouraged to become all they are capable of being, regardless of sex, race, or handicap.

---

* approved by the Idaho State Board of Education, August, 1982.

** statewide guidance advisory committee recommended addition.

1. THE CONCEPTUAL MODEL

INTRODUCTION

During the past decade, the national conscience has been challenged as to the ways we educate and subsequently prepare our youth for assuming productive life roles in these changing times. It has become apparent that more emphasis and attention to the education of the whole person is necessary to enable our students to become responsible, productive, and contributing members of society. Students need to gain skills that will advance them throughout their lives in the various roles they choose as family members, workers, friends, and community members. Skills such as decision-making, written and verbal communication, self-analysis, problem-solving, information gathering and analysis, critical thinking, synthesis, assuming personal responsibility, dealing with feelings, analysis of one's behavior and its impact on others, and presentation of self, are some of the necessary life skills that productive people need in order to continue their own development toward a strong self identity.

There is a general belief that our public schools are at a critical point and priorities must change if our schools are to provide the education that will enable our youth to fully function in our society. The youth of our state, nation, and world are our most valuable resource. The public school system has the greatest of challenges--turning out the highest quality person possible.

While our educational system has received much criticism over a period of time, it is still the most creative and responsive program of education developed by any nation. Our educational system is a world resource. Never in our history has a nation of people had as much formal education and training.

The guidance programs in our schools have always played an important role in the total educational process for our youth. Guidance and counseling have historically been perceived as an "ancillary service," and adjunct to the school's instructional program. In this perspective, guidance is expected to assist those who cannot or will not gain full benefit from the available instruction. While the "ancillary service' model has produced quality in services, it has several characteristics which are currently seen as barriers to the guidance function of helping all students reach their potential.

The time to recognize guidance as vital, integral part of the total educational system has come. It is time administrators, teachers, and counselors themselves put guidance into proper perspective and realize it must be viewed as a program rather than a service. It must become a vital link in the total package of eduction being delivered to our youth. A comprehensive guidance and counseling program must reach all students. It must consist of curriculum activities and be responsible for addressing and meeting various student outcomes.

Information collected through an Idaho Survey of guidance services and many on-site visits indicated similar characteristics of guidance and counseling offices throughout the United States.

1. Counselors spend a great deal of time with a small percentage of their school population. Less than one-half of a school's population benefit from the counselor's expertise.

2. Many of the counselor's assigned tasks are clerical in nature or not related to what they were trained to do as counselors.

3. Many jobs have been assigned that are administrative by function.

4. Additional responsibilities have been accepted by the counselor with little or no protest because of lack of clarification of the guidance and counseling program responsibilities.

5. Most schools lack a program based approach to guidance. A review of counselor job descriptions and evaluation of counselor performance documents will show that counselors are expected to be all things to all persons. They must be ready to offer a full range of services with no way to determine if those services have been effective and beneficial to students. As a result, there seems to be no valid way to hold a guidance department accountable.

6. There is no agreement in expectations for a guidance program among administrators, teachers, counselors, students and parents. Counselors spend much of their time responding to mixed messages.

The intent of Title III, Part D or the Carl Perkins Vocational Education Act is to provide quality comprehensive guidance programs to the students in public schools. This project provides a focus for comprehensive guidance program development which meets both the intent of the legislation and the needs of students, parents, administrators and counselors.

Using student needs as the primary focus for program development, the Idaho Comprehensive Guidance and Counseling Program has been created in an attempt to help counselors, administrators, and teachers develop individualized guidance programs for their own schools. Other educators have attempted to give similar help. However, some laudable attempts have been made, such as the 1986 Report of the College Board Commission on Precollege Guidance and Counseling, KEEPING THE OPTIONS OPEN, was heard by few, acted upon by fewer, and filed on the shelf by the rest. These vested interests are expressed in Title III, Part D of the Carl Perkins Vocational Educational Act. It is the intent of this project to assist local school guidance counselors to set a direction for future guidance programs in the state of Idaho.

The single goal that will unite all populations in their expectations of counselors is to bring into guidance and counseling programs a perspective of meeting the personal/social, educational, and career development needs of our life that will be fully challenged and rewarding.

STATEMENT OF PURPOSE

The primary purpose of the Idaho Comprehensive Guidance and Counseling Program model is to assist local districts in developing their own plan. This model is one from which school districts may extract those components which best meet their individualized needs. The student outcome focus of the program continues the theme of addressing the education of the whole person in order to produce positive educational outcomes.

PHILOSOPHY

The Idaho Comprehensive Guidance and Counseling Program model is based upon several basic assumptions. A comprehensive guidance and counseling program:

is a program rather than a service. It provides a vital link to the total instructional program of the school.

is a curriculum based primarily on the needs of students.

contains measurable student outcomes which address behaviors necessary for a person to function effectively at the appropriate level of development in each life role.

seeks to attain educational excellence through individual excellence.

is an integral part of the student's total educational experience.

includes parent/teacher/community involvement.

is designed to address the needs of all students at all education levels, K-12.

shall be consistent with expected developmental stages of learning.

provides developmental as well as preventive and remedial services.

has identifiable outcomes for which guidance personnel have primary responsibility, but which all personnel share.

will involve the entire school, community, business and industry.

will include counselor's professional development necessary to maintain quality programs.

shall be evaluated on stated goals and related students outcomes (competencies).

RATIONALE FOR A COMPREHENSIVE GUIDANCE PROGRAM

Comprehensive guidance is an integral part of each school's educational program. Comprehensive guidance is by design, developmental. Comprehensive guidance seeks to focus on those milestones follow sequentially as preschool children become the young men and women of adolescence. Comprehensive guidance and counseling programs contain sequential activities that are organized and implemented by certified school counselors. Teachers, administrators, students, parents, and persons in the community offer support to the program. The delivery methods of a comprehensive guidance and counseling program include:

1. a guidance curriculum that identifies competencies to be attained by all students at various stages of their development and provides activities to help them achieve these competencies.

2. individualized planning with students and their parents in each domain: personal/social development, educational development, and carer development.

3. responsive services of counseling, consultation, and referral.

4. system support functions that promote effective delivery of guidance services.

PROGRAM BENEFITS

Benefits for administrators

1. Provides program structure with specific content.
2. Provides a means of evaluating guidance program.
3. Enhances image of the guidance program in the community.
4. Promotes program accountability.
5. Promotes a responsive curriculum.

Benefits for teachers

1. Encourages positive, supportive working-relationships.
2. Provides a team effort to address student needs and core competencies.
3. Increases the likelihood of academic success.

Benefits for guidance personnel

1. Clearly defines role and function.
2. Eliminates non-guidance functions.
3. Provides the opportunity to reach all students.
4. Creates a tool for program management.
5. Clearly defines responsibilities and activities for specific student outcomes.
6. Creates public awareness and visibility of guidance program functions.

Benefits for students

1. Increases knowledge and assistance in career exploration and development.
2. Increases decision-making skills.
3. Increases knowledge of self and others.
4. Increases knowledge of our changing world.
5. Increases opportunities for counselor-student interaction.
6. Increases opportunities for consistent counseling services throughout the school career.
7. Increases classroom performance.

Benefits for parents

1. Increases an awareness of the nature and scope of a guidance and counseling program.
2. Improves communications between home and school.
3. Increases opportunities for collaboration between parents and schools staff.
4. Increases knowledge of what assistance parents and their child can receive from the counselor and school.

2. THE PROGRAM MODEL

PROGRAM MODEL INTRODUCTION

The comprehensive guidance and counseling program aims primarily at placing the developmental needs of students at top priority. It also responds to students at those times when they have special decisions to make or problems to face. While guidance programs support other educational programs, they remain an independent component of the school's educational mission.

A comprehensive guidance and counseling program will display three important and essential characteristics.

1. Language describing the program will outline student actions and outcomes. The person who reads such a description will receive a clear impression of what things will happen to students if the program is successful in achieving its goals. The description of the comprehensive guidance and counseling program will be program oriented rather than service oriented.

2. The counselor role is program focused. Counselor's time will be spent implementing a program that has student-based objectives and outcomes. Counselors cannot be available for add-on activities given to guidance simply because no one else has the flexibility in their daily schedule to carry out these tasks.

3. Counselors have clearly defined and mutually understood staff relationships. Counselors see others and are seen by others as respected colleagues. The program fosters creative working relationships between counselors, teachers and administrators.

PROGRAM COMPONENTS

Part I. Student Outcomes

A major goal of the comprehensive guidance and counseling program is the attainment of student outcomes which will serve a student's personal/social, educational, and career development needs. These student outcomes will be presented in a sequence appropriate for each developmental state. The following matrix represents a list of suggested student outcomes around which the comprehensive guidance program can be organized.

Suggested Scope and Sequence for Student Outcomes
Personal/Social Development Domain

Program Goal #1

Students will acquire and demonstrate self-understanding and human relation skills.

Matrix Terminology

I for Introduce – Acquaint the student will skill or concept.
D for Develop – Provide the student with opportunities to practice, to drill, and to solve problems.
R for Reinforce – Provide the student with opportunities to apply these skills and concepts.

Student Outcome

	MATRIX		
A. Students will acquire and demonstrate self-understanding by	Elem.	JHS	High
1. identifying and discussing feelings, thoughts and behaviors.	I	D	R
2. identifying and accepting personal strengths and weaknesses.	I	D	D/R

		Elem	JHS	High
3.	identifying, discussing and demonstration positive self-concept.	I	D/R	R
B.	**Students will acquire and demonstrate effective interpersonal relationship skills by**			
1.	making and maintaining friendships.	I/D	D	R
2.	showing the ability to constructively express all feelings.	I	D	R
3.	recognizing and accepting others' feelings/ideals.	I	D	R
4.	dealing with peer pressure.	I/D	D/R	D/R
5.	identifying and discussing traditional and changing family roles.	I/D	D/R	D/R
6.	recognizing and accepting individual differences.	I	D	R
7.	participating effectively in groups.	I	D	D/R
8.	identifying and discussing changing personal/social roles.	I/D	D/R	D/R
C.	**Students will demonstrate effective communication skills by**			
1.	listening actively.	I/D	D	R
2.	using "I" messages.	I	D	R
3.	recognizing the significance of nonverbal cues.	I	D	R
4.	demonstrating effective techniques for coping with stress and conflict.	I	D	D/R
5.	expressing emotions constructively.	I	I/D	D/R
D.	**Students will demonstrate decision-making skills by**			
1.	identifying the problem.	I/D	D	R
2.	gathering alternative solutions.	I/D	D	R
3.	brainstorming alternative solutions.	I/D	D	R
4.	anticipating consequences of various alternatives.	I/D	D	R
5.	using the decision-making process to deal with life-stress situations.	I/D	D	R
6.	using goal setting skills.	I	I/D	R

Educational Development Domain

Program Goal #2

Students will develop an educational program that fulfills their individual goals and objectives.

Matrix Terminology

I for Introduce – Acquaint the student with skill or concept.
D for Develop – Provide the student with opportunities to practice, to drill, and to solve problems.
R for Reinforce – Provide the student with opportunities to apply these skills and concepts.

Student Outcome

	Elem.	JHS	High
A. Students will acquire and demonstrate knowledge of study skills, including			
1. memorizing.	I	D	R
2. notetaking.	I	D	R
3. outlining.	I	D	R
4. setting up a study schedule.	I	D	R
5. summarizing.	I	D	R
6. specific subject studying.	I	D	R
7. test taking/test anxiety.	I	D	R
8. following directions.	I	D	R
9. organizational skills.	I	D	R
10. time management.	I	D	R
11. task completion.	I	D	R
B. Students will formulate an educational plan that reflects			
1. knowledge of personal goals.		I	D
2. awareness of academic strengths and weaknesses.		I	D
3. a knowledge of test results and their application.		I	D
C. Students will demonstrate awareness of educational options and opportunities including			
a. multilevel course offerings.		I	D
b. independent study.		I	D
c. tutorials.	I	D	D/R
d. correspondence courses.		I	D

		Elem.	JHS	High
e.	educational travel.		I	D
f.	General Educational Development (GED) test and State High School Diploma.			I/D
g.	summer educational and enrichment opportunities.	I	D	D
h.	community experience programs.		I	I/D
i.	alternative learning programs.		I	D
j.	foreign exchange programs.			I/D
k.	vocational education programs.	I	D	
D.	Students will demonstrate knowledge of scheduling guidelines and procedures.	I	D	R
E.	Students will demonstrate knowledge of postsecondary opportunities and requirements including			
a.	understanding the postsecondary school selection process.		I	R
b.	completing postsecondary school applications.			I/D
c.	identifying financial aid opportunities.			I/D
d.	applying for scholarships.			I/D
e.	awareness of testing requirements.		I	D
f.	knowing college credit opportunities, such as College-Level Examination Program (CLEP) and advanced placement exams.			I/D
F.	Students will demonstrate knowledge of school personnel and resources by			
1.	identifying location and function of school personnel and resources.	I	I/D	I/D
2.	using school personnel and resources as an aid in educational decision-making.	I	D	D

Career Development Domain

Program Goal #3

Students will plan for a career that relates to their occupational goals and objectives and to their aptitudes and interests.

Matrix Terminology

I for Introduce – Acquaint the student with skill or concept.
D for Develop – Provide the student with opportunities to practice, to drill, and to solve problems.
R for Reinforce – Provide the student with opportunities to apply these skills and concepts.

Student Outcome

	Elem.	JHS	High
A. Students will discover individual aptitudes and interests, with the aid of tests, surveys, school career days, etc., and apply those to career decisions.	I	D	D
B. Students will practice job search skills, including			
1. identifying job search strategies.		I	D
2. completing applications.		I	D
3. writing resumes.		I	I/D
4. writing letters of inquiry and follow-up.		I	I/D
5. interviewing.		I	D
6. securing a work permit.			I
C. Students will explore and identify career opportunities through an awareness of			
1. why people work.	I	D	D/R
2. career clustered around people, data, things, and ideas.	I	D	D/R
3. working conditions.		I	D
4. specific job tasks.		I	D
5. education and/or training required.		I	D
6. related occupations.		I	D
7. rewards and limitations of career choices.		I	D
8. lifestyles as related to career choice.		I	D
9. salary ranges.		I	D
10. job outlook.		I	D

	Elem.	JHS	High
D. Students will develop an awareness of career-training opportunities and commitments involved including			
1. college opportunities and entrance requirements.		I	D
2. vocational/technical offerings and requirements.		I	D
3. military opportunities and requirements.		I	D
4. apprenticeship opportunities.		I	D
5. mentorships and shadowing experiences.		I	D
E. Students will gain an understanding of the skills necessary to keep employment.	I	D	D/R

Part II Delivery Methods

Four methods of delivery are required in a developmental comprehensive guidance and counseling program. They are guidance curriculum, responsive services, individual planning, and system support.

Each method addresses the needs of all students. The needs arise from stages of development as students strive to meet their life tasks. Each method has a set of expected activities from counselors but also allows the counselor flexibility to respond to needs, problems, and events of a critical nature.

Guidance Curriculum

The guidance curriculum consists of structured-developmental-experiences presented systematically and sequentially through classroom and group activities.

The objective of the curriculum is the attainment of specific outcomes by students. The guidance curriculum will provide students with knowledge of growth and development, promote their positive mental health, and assist in acquiring and using life skills. The curriculum is organized around three developmental domains: personal/social, educational, and career.

While counselors' responsibilities include the organization and implementation of the Guidance Curriculum, the cooperation and support of the entire faculty and staff is necessary for its successful implementation. The Guidance Curriculum is delivered through such strategies as:

Classroom Activities: Counselors team-teach or assist in teaching guidance-curriculum activities or units in classrooms. Guidance curriculum activities are not limited to one or two subjects. These activities may be conducted in the classroom, guidance center, or other school facilities.

Group Activities: Counselors conduct groups outside the classroom to respond to students' identified interests or needs. Counselors plan and lead structured activities to increase the skills and knowledge of the students.

Parenting Education: In order to be fully effective, materials presented through curricular offerings and supported in responsive services should be reinforced by the students' parents. As organized and structured approach to parenting education is an essential link to the successful attainment of student competencies.

Examples of guidance learning activities within this component may include but are not restricted to the following:

- self-concept
- communication skills
- peer relationships
- personal safety
- substance-abuse programs
- planning school programs
- post-high-school decision making
- study skills
- decision-making skills
- career awareness
- career exploration
- pre-employment skills
- job preparation

The following outline is designed to help counselors in planning and developing various activities within the Guidance Curriculum. (See sample form on page 32.)

GUIDANCE CURRICULUM OUTLINE

I. Guidance Curriculum Activities

- A. Curriculum Domain
- B. Program Goals
- C. Outcome Statement (competencies)
- D. Students Served
  1. Number of Students
  2. Grade Level
  3. Classroom setting (math, science, home economics, agriculture, art, etc.)
- E. Time Required
- F. Resources Needed
- G. Unit Title
  1. Description of Activity
  2. Student Activities Description

II. Evaluation of Guidance Curriculum Activity

- A. Results, Pretest
- B. Results, Post test

III. Observations

Responsive Services

Responsive services consist of activities to meet immediate needs and concerns of students. These needs or concerns require counseling, consultation, referral, or information. This component is available to all students and is often student-initiated. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff is necessary for successful implementation of this component. Responsive services are delivered through these strategies:

Consultation. Counselor consult with students, parents, teachers, other educators, and community agencies regarding strategies to help students including participation in child study teams and student management teams.

Personal Counseling. Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action can be taken.

Crisis Counseling. Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral. Counselors use referral sources to enhance the school guidance program. These referral sources may include:

- mental health agencies
- vocational rehabilitation
- social services
- employment and training programs
- juvenile services

The responsive services activity outline that follows may be used to assist in planning and developing various activities. (See sample form on page 34.)

RESPONSIVE SERVICES PLANNING OUTLINE
List sessions for individuals and groups on monthly and yearly calendar.

I. Responsive Services Activity
   - A. Activity Description
   - B. Purpose of Session
   - C. Number Served
   - D. Amount of Time Spent
   - E. Resources Needed
   - F. Method(s) of Documentation

II. Evaluation Technique(s)

III. Comments or Observations

Individual Planning

Individual planning consists of activities that help the student to plan, monitor, and manage their educational, personal/social, and career development. The individual planning action is generally initiated in classroom and group activities but eventually becomes the focus of individual sessions with a counselor or teacher advisor. Individual planning includes and annual review of each student's educational and career plans.

Individual Appraisal: Counselors help student to assess and interpret their abilities, interests, skills, and achievements. The utilization of appropriate assessment information becomes an important aspect of developing immediate and long range plans for students.

Individual Advisement: Counselors help students in acquiring self appraisal, personal/social, educational, career, and labor market information. This information assists students to plan for and realize their personal, educational and career aspirations.

Placement and Follow-Up: Counselors assist students in making transitions. They focus on giving information, advising, helping to establish linkages, counseling in the face of intrapersonal conflict, and referral.

Examples of individual planning strategies are as follows:

- Career Awareness
- Career Exploration
- Career Shadowing
- Informational Interviewing
- Business Partnerships
- Financial Aid and Scholarships
- Role Playing
- Course Selection
- Four-Year Plan
- Honors and Awards Programs
- Vocational Education and Training
- College and Vocational School Application Process

Following is an Individual Planning Outline. (See sample form on page 36.)

INDIVIDUAL PLANNING ACTIVITY OUTLINE

List major activities for Individual Planning Method on monthly and yearly calendar.

I. Individual Planning Activity
   - A. Activity Description
   - B. Grade Level
   - C. Number of students served
   - D. Resources needed
   - E. Time line (the calendar: one week in October, January through March, one day per week in April, etc.)
   - F. Amount of time spent (4 days, 15 days, 12 hours, etc.)
   - G. Method of documentation

II. Evaluation of results (outcomes)

III. Comments or observations

System Support

Program Development and system support consist of management activities which establish, maintain and enhance the total developmental, comprehensive guidance and counseling program. Activities in this component provide support both the guidance and counseling system itself and to the school system as a whole. This component is implemented and carried out through activities in the following areas:

Professional Development: Counselors need to be involved regularly in updating their professional knowledge and skills. This may involve participation in regular school inservice training, attending meetings, completing postgraduate work, and contributing to the professional literature. Teachers also need staff development to help them carry out their role as a member of the guidance curriculum team.

Staff/community Public Relations: Design activities to orient the staff and community in the comprehensive guidance and counseling program through the use of newsletters, local media, and school and community presentations. Serving on departmental curriculum committees and community or advisory boards are examples of ways to generate community support.

Consultation with Staff: Counselors need to consult with teacher and other staff members regularly in order to provide information and support to staff and to receive feedback on emerging needs of students.

Research and Development: Guidance program evaluation, data analysis, follow-up studies, and the continued development and update of guidance-learning activities are some examples of the research and development work of counselors.

Community Outreach: Design activities to help counselors become knowledgeable about community resources, employment opportunities, and local labor market information. This may involve counselors visiting local businesses, industries, and social service agencies on a periodic basis.

Inservice: Counselors can provide inservice instruction to staff members in the areas covered by the affective curriculum and areas of special concern such as youth suicide, at-risk students or parenting education.

Curriculum Development Support: This must be allocated for the ongoing review and revision of affective curriculum materials.

System support activities need to be carefully outlined on the System Support Activity Form. The outline follows may be used to assist counselors in planning and developing or auditing activities within the system support component. (See sample form on page 38.)

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SYSTEM SUPPORT PLANNING OUTLINE

List major activities for System Support Component on monthly and yearly calendar.

I. System Support Activity
   - A. Activity Description
   - B. Grade level (if appropriate)
   - C. Number served
   - D. Resources needed or utilized
   - E. Time line (from calendar: one week in October, January through March, one day a week in April, etc.)
   - F. Amount of time spent (4 days, 15 days, 12 hours, etc.)
   - G. Method of documentation

II. Evaluation Results (outcomes)

III. Comments or Observations

Time Distribution and Interaction among Program Delivery Methods

Expectations of what counselors will do should be related to the four program components. Among components, the degree of time spent in any component will vary from school to school but must be based on reaching all students. As the top priority, the developmental needs of all students enrolled in the school dictate the assignment of time to the various components. The second priority, responding to the students when they are facing special problems, will be allocated sufficient counselor time to guarantee an adequate response.

The following percentages of counselor time are given to illustrate what may be an adequate balance among components for the guidance and counseling program structure. The recommended percentages are bases on information obtained from school districts which have adopted a comprehensive guidance and counseling program. Working within the ranges indicated could help your redirected program have the desired impact.

GUIDANCE PROGRAM STRUCTURE

		Percent of Time		
		Elem.	JHS	High
I.	Curriculum Component	30	20	15
	A. Classroom presentations	x	x	x
	B. Community outreach	x	x	x
	C. Parenting Education	x	x	x
II.	Individual Planning	5	25	35
	A. Educational/vocational counseling	x	x	x
	B. Placement			x
	C. Advisement		x	x
	D. Career counseling (individual)		x	x
	E. Registration		x	x
	F. Orientation	x	x	x
	G. Testing	x	x	x
	H. Child study team	x	x	x
	I. Student management team			
	J. Scholarships		x	x

			Percent of Time		
			Elem.	JHS	High
III.	Responsive Services		55	45	40
	A.	Consultation	x	x	x
	B.	Personal counseling (group or individual)	x	x	x
	C.	Out-of-district referrals	x	x	x
	D.	Crisis counseling	x	x	x
IV.	System Support		10	10	10
	A.	Professional development	x	x	x
	B.	Research and development	x	x	x
	C.	Public relations	x	x	x
	D.	Consultations	x	x	x
	E.	Inservice	x	x	x
	F.	Community outreach	x	x	x
	G.	Curriculum development support	x	x	x

Time allocations will vary according to the level and size of the school. The following example indicated the way in which the time allocation and distribution percentages would be adjusted for various school levels.

Time Distribution - Guidance and Counseling Program Components

Guidance Curriculum	15 - 25%
Responsive Services	40 - 55%
Individual Planning	5 - 35%
System Support	10%

This is the recommended range but the total percentage must equal 100%. For example, based on the 47 minute period and the 180 day school year, the percentage could break down as follows:

5% = 8 days

10% = 13 days

25% = 31 days

40% = 52 days

55% = 72 days

3. STRUCTURAL RESOURCES

DEFINING STRUCTURAL RESOURCE

There are five resource areas that make up the structure of a school's guidance and counseling program, including those programs that are student outcome based. Comprehensive guidance and counseling programs will contain the following structural components: a guidance advisory committee; guidance resources, materials and equipment; staffing patterns; guidance program facilities; and budget.

The following pages are presented with an assumption that the guidance curriculum component has been designed and will be implemented to include student-focused learning activities. Each learning activity will need to account for the setting where the activity will occur, the amount of time required, the person leading the activity, and the resources, materials and equipment.

Guidance Advisory Committee

The Guidance Advisory Committee will advise the school on the philosophy, structure, and implementation of the comprehensive guidance and counseling program. The Committee will be a source of advice both to the school administration, counselors, and other members of the implementation team. The Guidance Advisory Committee's information and insight on parental expectations for students, economic forecasts, and expectations of the school and the community can add much to the depth and timeliness of the program. The Committee also serves as a communication linkage between the comprehensive guidance and counseling program nd the community at large. The Committee can facilitate a two-way flow of feedback between the school, business and industry, and all factions of the community.

It is recommended that the Guidance Advisory Committee be composed of school staff, parents, students, community leaders, and school board members. In addition to its advisement and information dissemination functions, it could offer support, review present activities, and encourage new activities to meet the goals of the guidance program. It may be organized at the district and individual building levels.

Guidance Resources, Materials, and Equipment

Sufficient resources, materials, and equipment are necessary in the delivery of the comprehensive guidance and counseling program.

For each of the three comprehensive guidance program domains: personal/social development, educational development, and career development, it is important to identify resources and how they can be utilized through curriculum, individual planning, responsive services or system support. It is also important to identify resources that are not currently available but which are needed in order to meet the objectives of the three comprehensive guidance program domains.

Assessing resources requires a systematic and thorough review of current guidance program activities, space, time allocation, equipment, staff expertise, and community resources.

Community resource persons or agencies must be identified to fit each of the four program delivery methods. Some resources will fit into the Guidance Curriculum method, some will serve the Responsive Services method, and some will fit into more than one delivery method.

Staffing Patterns

Conduct a guidance personnel time nd task analysis study. This study will show approximately where the guidance staff, including secretarial staff, is currently placing its emphasis. Are there other areas of emphasis that would better meet the program component purposes?

Identifying the special skills of staff members (counselors, teachers, and administrators) may be helpful in carrying out guidance program activities. This may be a place where differentiated assignments of counselors could best serve the K-12 comprehensive guidance program.

Two factors must be kept in mind for a comprehensive guidance program to be successful in meeting its objectives.

1. Participatory management practices are recommended. Such practices are based upon the premise that employees are more enthusiastic and more efficient when they have a role in solving problems and making decisions that impact themselves.

2. Counselors assigned management activities require a lower counselor to student ratio. When the guidance program management function is assigned to a counselor, the expectation is that the student case load of that counselor will be reduced to whatever level is appropriate for effective management, and that no other counselor will assume a caseload that exceed the Northwest Accreditation Standard.

Staffing of the guidance program includes sufficient secretarial support to enable the program to achieve its objectives. The State Department of Education, and the State Division of Vocational Education recommends one guidance secretary per 900 students; a ratio of 900:1.

Guidance Program Facilities

What is the current space allocations for the guidance program? How does it compare to the items listed in the Guidance Program Facilities and Space section of this chapter? What is needed to carry out a comprehensive guidance and counseling program for this next year? For the next five years.

To carry out a comprehensive guidance and counseling program, it is recommended that a guidance resource center be established. It is further recommended that the guidance center be large enough to adequately house all the program's personnel, resources and equipment. The center should be easily accessible to all students including those with handicaps. As a minimum, the center should contain a properly equipped soundproof office for each counselor, individual telephone for each counselor, access to computer terminals, adequate storage space, spare for individual, small group or classroom size activities, a computer-based career information system, a well-organized and displayed collection of guidance resource materials and equipment. Printed, audiovisual, and video materials available for student and counselor use are additional resources that increase the effectiveness of the center and the comprehensive program.

Budget

An adequate guidance and counseling program budget should be established. The budget should reflect all resource needs of the program if it is to achieve its objectives in each of the three program domains and the four delivery methods.

The guidance program budget should be separate from the school's administrative budget. Only those items that are pertinent to the current guidance program should be included.

4. IMPLEMENTATION

IMPLEMENTING THE GUIDANCE PROGRAM

How can a comprehensive program be implemented in our school district? The steps and issues include: getting organized, conducting a time and task analysis, involving teachers and administrators, conducting a needs assessment, establishing a master calendar, and making the transition to embracing change. The framework provided and the steps and issues involved are necessary for implementing a comprehensive guidance and counseling program K-12.

Observations and recommendations from other states and local school districts indicate programs evolve gradually and the implementation time line expectations should be realistic. It is suggested a five to six year implementation plan be developed.

Task 1 Getting Organized

The challenge that counselors face is how to make the transition from the current program to that of a comprehensive program. Making this transition is complex and difficult because it means carrying out duties required by the current organizational plan while at the same time planning and trying out new concepts and activities derived from the new organizational plan. As the implementation precess gets under way there are a number of points to keep in mind.

1. Understand the necessary conditions for change in the school district and building.
2. Expect resistance to making changes.
3. Appreciate the challenges involved.
4. Create a guidance advisory committee.

Once the decision to move to a comprehensive guidance and counseling model has been made, it is necessary to establish a guidance advisory committee. This committee will oversee the development and implementation processes. It is recommended that the committee be formed of: school counselor(s), the principal (elementary and secondary), a school board member, parents, a teacher, the director of pupil personnel services, and other community members. The advisory committee will be responsible for planning all phases of the development and implementation processes. Committee members may become the chairpersons of work groups assigned to address particular activities, The counselor(s) in the guidance department would be involved as member(s) of the work group.

Work groups would be responsible for such activities as: conducting the time and task analysis of the guidance department, developing a list if guidance and counseling activities at the school(s), organizing and arranging visits to other regionally recognized guidance programs, recommending a realistic counselor/pupil case load, developing a guidance program philosophy and structure, conducting the needs assessment, and maintaining an ongoing evaluation process.

Task 2 Conducting a Time and Task Analysis

A time and task analysis is used to survey and analyze the distribution of counselors; time and the tasks counselors are performing. It is conducted at the beginning of the implementation process to provide base line data for the reallocation of the counselors' time and tasks.

The steps involved in conducting a time and task analysis are:

1. Select blocks of time to be analyzed. One possible method is to select one day per week for the entire school year to keep track of your time and the tasks you perform. Use the same day every week or start with Monday the first week, Tuesday the second week. (For sample form, see page 40).

2. Use the Time and Task Analysis Long to keep track of the time you spend in various activities (15 minute intervals). For the days chosen, keep track of the time you spend by the category on the sample from provided. Include any morning or evening activities you may be conducting. (For sample form, see page __.)

3. Many models for time and task analysis are available, so it is important to locate and modify a model to meet your needs. (For sample form, see page 42.)

Task 3 Involving Administrators

It is the responsibility of the administrator to be informed about the comprehensive guidance program K-12, and to help develop and approve actions designed to implement the proposed guidance program. The administrator should make sure adequate time is provided for the counselor(s) to inform school staff, parents, and other key patrons about the comprehensive guidance program and how it will be implemented.

The following kinds of administrative support are needed.

1. Commitment to Staff The administrator should provide written and verbal support of the guidance program to the building level staff.

2. Time The administrator should provide counselor(s) time to implement the guidance program. This may entail the deleting of non-guidance administrative duties and paperwork that has been assigned to the counselor previously.

3. Facilities The administrator should make available appropriate facilities to implement the guidance program, keeping in mind that individual and group counseling, guidance curriculum and other activities are involved.

4. Budget The administrator should provide an adequate budget that allows for the purchase of resources to implement and maintain the guidance program.

5. Program Evaluation It is the responsibility of the administrator to routinely evaluate whether the proposed guidance program is being implemented as written. This process will entail a review of all aspects of the guidance program.

6. Performance Based Evaluation It is the responsibility of the administration to routinely evaluate each counselor on the counselor's performance according to the requirements of the written plan.

Task 4 Involving Teachers

It is important that all staff be informed about and included in the comprehensive guidance program at the beginning of the school year. A minimum of one staff meeting per year should be conducted to explain the guidance and counseling program. Teacher involvement can be at many levels. Teachers should be able to see how they fit into the overall program and they should be given the opportunity to volunteer for active involvement in its planning and implementation.

Planning - The counselor and the teacher should have the opportunity to plan curriculum units and decide when they will be presented on the Master Calendar. When practical, curriculum units need to be presented in those subjects most closely related to the guidance curriculum unit. Numbers of students served in a particular subject area should be a consideration.

Implementation - Details of the actual implementation shall be determined by the counselor and teacher(s) involved. Whenever possible the teacher should be part of the presentation and evaluation.

Examples of Ways to Promote Teacher Involvement.

1. Present the competencies to be addressed and describe how these could relate to the teacher's subject matter area.
2. Are there stated teacher needs around which the counselor and teacher could develop units?
3. "I have a unit available on _____. When would be a good time to present this within your calendar?"
4. "It is recommended that counselors do _____units. When could we do this within your calendar?"
5. Be visible and involved with the total staff.
6. Provide incentives to teachers.
7. Provide recognition for "things well done" to teachers.
8. Recognize cooperation from teachers.
9. Schedule activities well in advance and publish a calendar and/or newsletter.
10. Listen and incorporate ideas and program components to meet teacher needs.
11. Serve on curriculum committees for subject area development.

Task 5 Conducting a Needs Assessment and Using the Results

A needs assessment is part of the larger processes of decision-making and program planning. It should not be sen as an activity that is independent of program planning or as complete in itself. The needs assessment identifies perceived or expressed needs of the school district or its subpopulations.

The needs assessment serves many worthwhile purposes. It is a key factor in program development and program evaluation. Thus it contributes to program and staff accountability. It is an important public relations tool. It sets the direction for the professional development of counseling staff members. It provides major channels of communication between school and community and among school staff members. It also serves as a basis for allocation of resources.

Through a needs assessment, counselor(s) involved in program development are able to identify program categories and student competencies which the students feel are important. A needs assessment is one basis for the selection of student competencies and guidance-learning-activities which are used to help students acquire these competencies.

A complete needs assessment should be administered annually using brief survey s which are easily understood and interpreted. Steps in conducting a formal needs assessment:

1. Organize a needs assessment committee (subcommittee of the guidance advisory committee.)
    a. Establish working task groups.

b. Provide ways for two-way communication between the committee and parents, teachers, school board, etc..
c. Establish general areas of student needs to assess; the personal/social, educational, and career development.

2. Develop instrument and determine methodology for survey.

a. Recommend survey methodology.
b. Write items to give a clear idea of harmony and discrepancy between student competency attainment and community expectations.
c. Modify wording of items for each population but where possible use similar wording.
d. Pay attention to the sampling method used. Ability to generalize from sample to population is essential.
e. Don't sacrifice ability to follow up on nonrespondents for anonymity.

3. Follow up with nonrespondents to effect and adequate response.

a. Individual phone and written reminders to each nonrespondent are most realistic procedures.
b. Impersonal reminders placed in newspapers or at key locations around the community and leaflets distributed at gatherings of targeted populations are also helpful.

Using the Results:

1. Determine procedures for analyzing and interpreting needs assessment results.

a. Identify issues and concerns of each target population.
b. Identify areas of harmony and of discrepancy with possible student outcome across populations.

2. Translate needs assessment data into development of a prioritized list of student outcome statements. This set of outcomes will become the basis for annual goals of the comprehensive guidance and counseling program k-12. These student outcome statements will serve as the pre and post tests for determining how well students have attained the various outcomes.

3. Determine the services to be offered to students in order to meet prioritized list of student competencies.

4. Publicize results of needs assessment.

a. Show community involvement and seek community support.
b. Continue public relations effort.

See Chapter 5 for evaluation of student competencies, program objectives, and learning activities.

An informal needs assessment method

Some schools may not be able or willing to do a "formal" needs assessment. Other schools, having done a formal assessment, may need to validate their conclusions. An informal needs assessment can be done by checking needs out with persons "who should know". Many factors do contribute, even significantly, to decisions about selection of guidance and counseling program objectives, curriculum elements, and student competencies. Careful reflection on thoughts and suggestions from counselors, teachers, administrators, and guidance advisory committee members are a valuable resource. Consideration of available resources, current related programs, school and district priorities can be of help in selecting the appropriate guidance-curriculum-competencies.

Task 6 Eliminating Non-Guidance Functions

The Time and Task Analysis helps each school to identify the specific non-guidance activities which counselors perform. It is important to develop a time table for implementing the proposed program and removing non-guidance activities. Administrative support is essential if this task is to be accomplished. It is also important to recognize the need to generate support from the School Board, school personnel, and the guidance advisory committee.

1. The change from the present guidance structure to the proposed guidance program structure requires careful planning.

   a. Compare your present time and task analysis data to the proposed program time allocations. Note and isolate the discrepancy between the two and analyze those adequately covered, undeserved, and oversubscribed.

   b. Note those non-guidance administrative activities you are providing and the time they consume.

   c. Plan activities to bolster undeserved components and to reduce oversubscribed components following the suggested time allocations for each component.

   d. Propose methods for removing non-guidance activities from the present program.

   e. Develop a time table for implementation of the proposed program and removal of non-guidance activities.

2. The formal and informal needs assessment process should be completed and student competencies prioritized on local needs. Each of the assessed need categories is important. However, efforts must be focused on those areas prioritized in the needs assessment.

3. Clarify student competencies to be addressed in each program component. The counselor may decide to develop a curriculum unit around a particular competency or hold a planning session with a student or groups of students. They way in which a competency is delivered is up to the individual building counseling staff.

Task 7 Plan for Implementation and Change

After defining the student outcomes for each domain, it is necessary to devise a plan describing the implementation of the K-12 comprehensive guidance program. This plan will provide a framework as school staff members assume their roles in implementing the program. The plan should outline the following and then develop a framework for evaluation and change.

1. Who is responsible for delivery?

2. Through what delivery system will the outcome be achieved?

3. At what level(s) K-12 will the development of the outcome be addressed?

4. Who can provide support in the delivery process?

5. PROGRAM EVALUATION

The program evaluation is based on whether the goals for implementation of a comprehensive guidance and counseling program are being met. Included is an examination of the three program domains and the delivery methods.

Pages 24 through 29 contain a set of evaluation criteria for the areas indicated. The criteria listed are offered as suggestions. Each school should select or construct those criteria felt to be important for that site.

The comprehensive guidance and counseling program requires the collaboration of all school staff members. While the counselor may have the primary responsibility in the areas described, it should be remembered that other school staff members and perhaps even community members and parents have a responsibility to contribute to the effective operation of this program.

6. STUDENT OUTCOME EVALUATION

Measurement of student outcomes reveals the effectiveness of the comprehensive guidance and counseling program in meeting the assessed needs of the student population. The determination of how student needs are to be met is based on the results of the needs assessment conducted prior to the annual planning of the guidance program. The statements of student need, rewritten as student outcomes, should be written as an instrument for student assessment. This instrument should be fairly brief and easy to complete. In constructing the instrument, care should be taken to have a number of student outcome statements for each domain.

PROGRAM EVALUATION

Area and Criteria	Needs Attn. or Improvement	Operating Sufficient Well	Exceptionally Well Done
I. PLANNING			
A Comprehensive Guidance and Counseling Program:			
A. Maintains a schedule of comprehensive guidance and counseling activities.	_____	_____	_____
B. Establishes goals and objectives for the year, develops plans to work on goals and objectives and assesses programs at end of year.	_____	_____	_____
C. Validates the value and use of guidance and counseling activities through intermittent feedback from students, teachers, administrators, and parents.	_____	_____	_____
D. Centers counselor activities around a Master Calendar of guidance activities that are built with a high degree of involvement of administrators and teachers.	_____	_____	_____
Other: _____			
_____			
_____			
TOTAL NUMBER OF CHECK MARKS EXPRESSED IN %	_____%	_____%	_____%

Suggestions to improve this area: Time Line

_____ _____

_____ _____

_____

PROGRAM EVALUATION

Area and Criteria A Comprehensive Guidance and Counseling Program:	Needs Attn. or Improvement	Operating Sufficient Well	Exceptionally Well Done
II. CURRICULUM COMPONENT			
A. Focuses on the attainment of student outcomes in the personal/social, educational, and career domains through planned curricular activities.	_____	_____	_____
B. Spends the predetermined amount of time on the curriculum component.	_____	_____	_____
C. Maintains a schedule of classroom presentations/ activities.	_____	_____	_____
D. Has written plans of structured group experiences used in classroom activities with goal, purpose, and student outcome.	_____	_____	_____
E. Provides curriculum activities to all students.	_____	_____	_____
F. Provides opportunities for parent education.	_____	_____	_____
Other: _____			
_____			
_____			
TOTAL NUMBER OF CHECK MARKS EXPRESSED IN %.	_____%	_____%	_____%

Suggestions to improve this area: Time Line

_____ _____

_____ _____

_____ _____

PROGRAM EVALUATION

Area and Criteria	Needs Attn. or Improvement	Operating Sufficient Well	Exceptionally Well Done
III. RESPONSIVE SERVICES			
A Comprehensive Guidance and Counseling Program:			
A. Focuses on the attainment of student outcomes in the personal/social, education, and career domains by responding to specific student needs.	_____	_____	_____
B. Spends the predetermined amount of time on responsive services.	_____	_____	_____
C. Maintains a schedule of individual and group counseling appointments.	_____	_____	_____
D. Establishes and disseminates to staff and parents specific procedures for identification and referral of students for counseling.	_____	_____	_____
E. Maintains a current list of school-based referral sources.	_____	_____	_____
F. Follows up on each student referred.	_____	_____	_____
G. Plans for schedule flexibility to deal with any crisis counseling that may be needed.	_____	_____	_____
H. Develops methods for consulting with teachers with a minimum of interruption in work schedules.	_____	_____	_____
I. Conducts groups outside the classroom to respond to students' identified interest and needs.	_____	_____	_____
J. Identifies and provides counseling to students who demonstrate a need.	_____	_____	_____
Other: _____			
_____			
_____			
TOTAL NUMBER OF CHECK MARKS EXPRESSED IN %	_____%	_____%	_____%

Suggestions to improve this area: Time Line

_____ _____

_____ _____

_____ _____

PROGRAM EVALUATION

Area and Criteria	Needs Attn. or Improvement	Operating Sufficient Well	Exceptionally Well Done
IV. INDIVIDUAL PLANNING			
A Comprehensive Guidance and Counseling Program:			
A. Focuses on the attainment of student outcomes in the personal/social, educational, and career domain through individual planning.	_____	_____	_____
B. Spends the predetermined amount of time on the individual planning component.	_____	_____	_____
C. Provides individual planning to all students.	_____	_____	_____
D. Through individual planning, reinforces the learning that students have achieved in classroom and group involvement.	_____	_____	_____
E. Assists students to assess and interpret their abilities, interests, skills, and achievement.	_____	_____	_____
F. Helps students to select course work and other curricular and extra-curricular activities that lead to realization of their personal educational and career plans.	_____	_____	_____
G. Assists students in decision-making that accompanies transitions from one educational program to another, from one school to another, or from school to work.	_____	_____	_____
H. Assists students in securing information to explore career and life role possibilities, to plan personal, educational and career goals, and to revise such plans as fits their current stages of development.	_____	_____	_____
I. Helps provide orientation to students and parents.	_____	_____	_____
Other: _____			
_____			
_____			
TOTAL NUMBER OF CHECK MARKS EXPRESSED IN %	_____%	_____%	_____%

Suggestions to improve this area: Time Line

_____ _____

_____ _____

_____ _____

PROGRAM EVALUATION

Area and Criteria	Needs Attn. or Improvement	Operating Sufficient Well	Well Done
V. SYSTEM SUPPORT			
A Comprehensive Guidance and Counseling Program:			
A. Spends the predetermined amount of time on the system support component.	_____	_____	_____
B. Maintains a well organized and functional guidance information center.	_____	_____	_____
C. Submits and maintains a guidance program budget that is separate from the school's for program administration.	_____	_____	_____
D. Meets periodically with the administration to monitor or evaluate the effectiveness of the comprehensive guidance program.	_____	_____	_____
E. Provides inservice programs for teachers.	_____	_____	_____
F. Conducts a planned program of public relations for staff, parents, and community.	_____	_____	_____
G. Has an active Advisory Committee that holds periodic meetings and makes recommendations at the planning, implementation, and evaluation stages of the program.	_____	_____	_____
H. Provides for professional development of the counseling staff.	_____	_____	_____
Other: _____			
_____			
_____			
TOTAL NUMBER OF CHECK MARKS EXPRESSED IN %	_____%	_____%	_____%

Suggestions to improve this area: Time Line

_____ _____

_____ _____

_____ _____

PROGRAM EVALUATION

Area and Criteria	Needs Attn. or Improvement	Operating Sufficient Well	Exceptionally Well Done
VI. PROGRAM ADMINISTRATION			
A Comprehensive Guidance and Counseling Program:			
A. Maintains professional staff holding Idaho Pupil Personnel Certificates with Standard Counselor endorsements.	_____	_____	_____
B. Provides for student/counselor ratio as recommended by the American School Counselor Association.	_____	_____	_____
Elementary School - 350-500:1	_____	_____	_____
Middle/Junior High School - 250-400:1	_____	_____	_____
High School - 250-400:1	_____	_____	_____
C. Provides adequate clerical support. (Recommendation: one secretary for the first 900 students thereafter.)	_____	_____	_____
D. Provides an adequate budget for materials, supplies, professional library, professional development, etc.	_____	_____	_____
E. Provides an adequate facility including sufficient space, privacy to conduct individual and small group counseling, conduct conferences; contains guidance and career materials, and a telephone.	_____	_____	_____
F. Provides for confidential management of student records.	_____	_____	_____
Other: _____			
_____			
_____			
TOTAL NUMBER OF CHECK MARKS EXPRESSED IN %	_____%	_____%	_____%

Suggestions to improve this area: Time Line

_____ _____

_____ _____

_____ _____

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APPENDIX

(SAMPLE FORMS)

GUIDANCE CURRICULUM OUTLINE FORM

School _____

Project Director _____ Phone _____

I. Guidance Curriculum Activities Outline Date _____

A. Curriculum Domain _____

B. Program Goal _____

_____

C. Outcome Statement (Competencies) _____

_____

_____

D. Students Served

1. Number of Students _____

2. Grade Level _____

3. Classroom Setting (math, science, home economics, agriculture, etc.)

_____

E. Time Required _____

F. Resources Needed _____

_____

G. Unit Title _____

1. Description of Activity _____

_____

2. Student Activities Description _____

_____

II. Evaluation of Guidance Curriculum Activity _____

_____

III. Observations _____

_____

GUIDANCE CURRICULUM OUTLINE FORM

School *Name of school*

Project Director *Name of director* Phone *Number*

I. Guidance Curriculum Activities Outline Date *Date*

A. Curriculum Domain

B. Program Goal *To help students understand and use decision making skills*

C. Outcome Statement *Students will be able to identify the 4 steps used in the decision making process and apply those steps in life-stress situations and in setting personal goals*

D. Students Served

1. Number of Students *56*

2. Grade Level *7*

3. Classroom Setting *Social studies*

E. Time Required *1 class period, 1 day per week for 3 weeks*

F. Resources Needed *Decision making filmstrip, paper, pencils, interchange materials*

G. Unit Title

1. Description of Activity *Through the use of short filmstrips and interchange (small group) activities, students are able to identify and use the skills of decision making*

2. Student Activities Description *Role playing situations related to young teen life-stress and goal setting where action is frozen at specific points and students identify where decision process is and alternative choices available at the next step*

II. Evaluation of Guidance Curriculum Activity *Check list completed by individual students to monitor self improvement in decision making skills*

III. Observations

RESPONSIVE SERVICES PLANNING FORM

School _____

Project Director _____ **Phone** _____

I. Responsive Services Activity **Date** _____

A. Activity Description _____

_____

B. Purpose of Session _____

_____

C. Number Served _____

D. Amount of Time Spent _____

E. Resources Needed _____

_____

_____

_____

F. Method(s) of Documentation _____

_____

_____

II. Evaluation Technique(s) _____

_____

_____

III. Comments or Observations _____

_____

_____

RESPONSIVE SERVICES PLANNING FORM

School *Name of High School*

Project Director *Name of Director* **Phone** *number*

I. Responsive Services Activity **Date** *date*

A. Activity Description *Academic Progress Report*

B. Purpose of Session *To communicate with parents regarding student academic progress*

C. Number Served *400 per quarter*

D. Amount of Time Spent *This is an ongoing activity, varies with needs of individual student*

E. Resources Needed *Composite mid-quarter list, counselor copy mid-quarter report. Weekly check-up sheets.*

F. Method(s) of Documentation *Number of students contacted and frequency of contacts*

II. Evaluation Technique(s) *Number of students who improve their grades*

III. Comments or Observations *This often results in additional personal counseling*

INDIVIDUAL PLANNING ACTIVITY FORM

School _____

Project Director _____ **Phone** _____

I. Individual Planning Activity **Date** _____

A. Activity Description _____

_____

B. Grade Level _____

C. Number of students served _____

D. Resource Needed _____

_____

E. Time Line (the calendar: one week in October, January through March, one day per week in April, etc.) _____

_____

_____

F. Amount of Time Spent (4 days, 15 days, 12 hours, etc.) _____

_____

G. Method of documentation

_____

_____

II. Evaluation of Results (outcomes) _____

_____

_____

III. Comments or Observations _____

_____

_____

_____

INDIVIDUAL PLANNING ACTIVITY FORM

School *Name of High School*

Project Director *Name of Director* **Phone** *Number*

I. Individual Planning Activity **Date** *Date*

A. Activity Description *Counselors work with the 9th grade classes during their study hall at the junior high school. Large and small groups, individual conferences, and evening parent meetings held.*

B. Grade Level *9th grade*

C. Number of students served *340 students*

D. Resource Needed *Counselor, enrollment materials*

E. Time Line *Month of February*

F. Amount of Time Spent *2 - 3 weeks*

G. Method of documentation *The completed four-year plan forms and sophomore pre-enrollment forms are the documentation*

II. Evaluation of Results (outcomes) *All 9th grade students complete a general four-year plan and a specific sophomore schedule*

III. Comments or Observations

SYSTEM SUPPORT PLANNING FORM

School _____

Project Director _____ **Phone** _____

I. System Support Activity **Date** _____

A. Activity Description _____

_____

B. Grade Level (if appropriate) _____

C. Number served _____

D. Resources needed or utilized _____

_____

_____

E. Time line (from calendar: one week in October, January through March, one day a week in April, etc.) _____

_____

F. Amount of time spent (4 days, 15 days, 12 hours, etc.) _____

_____

G. Method of Documentation _____

_____

II. Evaluation Results (outcomes) _____

_____

III. Comments and Observations _____

_____

_____

SYSTEM SUPPORT PLANNING FORM

School *Name of High School*

Project Director *Name of Director* **Phone** *Number*

I. System Support Activity **Date** *Date*

A. Activity Description *Publication of guidance department newsletter*

B. Grade Level (if appropriate)

C. Number served *school and community*

D. Resources needed or utilized *information and publications concerning the school and guidance program, past news releases*

E. Time line *Quarterly*

F. Amount of time spent *10 - 2- hours per year*

G. Method of Documentation *Copy of materials prepared*

II. Evaluation Results (outcomes) *Number of responses received as a result of publication*

III. Comments and Observations

TIME AND TASK ANALYSIS LOG

Categories	Curriculum	Individual Planning	Responsive Services	System Support	Non-Guidance Administrative
Examples of Activities	Classroom Activities, Group Activities, Parenting Education	Individual Advisement, IndividualAssessment, Placement, Vocational/Occupational Exploration, Four Year Plan Development	Consultation, Personal Counseling, Small Groups, Individual Counseling, Crisis Counseling, Referral	Research, Staff/Community Development, Curriculum Development, Professional Development, Committee/Advisory Boards, Community Invoivement/PR, Program Management/ Operation	Bus Duty, Lunchroom Duty, Playground Duty, Balancing Class Sizes, Building Master Schedule, Substitute Teaching, Figuring Class Rank, Lunch Break
7:00 - 7:15					
7:15 - 7:30					
7:30 - 7:45					
7:45 - 8:00					
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6:00 - 6:15					
6:15 - 6:30					
6:30 - 6:45					
6:45 - 7:00					

TIME AND TASK ANALYSIS SUMMARY SHEET

Week #	Curriculum	Individual Planning	Responsive Services	System Support	Administrative Activities
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

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State Superintendent of Public Instruction
650 West State Street
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Department of Education
Washington, D.C.